

PUBLISHER:	Davis Publications, Inc.		
SUBJECT:	Art	SPECIFIC GRADE:	Grade 2
COURSE:	Grade 2 - General Art	TITLE	Explorations in Art Grade 2
COPYRIGHT:	2015		
SE ISBN:		TE ISBN:	978-0-87192-829-0

NON-NEGOTIABLE EVALUATION CRITERIA

2016-2022
Group III - Visual Arts
Grade 2

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			<p>1. INTER-ETHNIC The instructional materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).</p>	<p>The artwork and photos throughout <i>Explorations in Art</i> include many ethnicities. The Connections feature includes information from both the past and present about art, artists, and culture. Artists from all over the world are studied. Sample references include Connections: 28-29, 58-59, 68-69, 118-119, 148-149, 178-179 About the Artist: 21, 35, 59, 81, 105, 143, 157</p>
			<p>2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).</p>	<p><i>Explorations in Art</i> features work that has been created by both male and female artists. It also includes student artwork. The works represents concepts, experiences, and achievements from a variety of cultures and time frames. The Art History feature places these works in context. Sample references include: Art History: 3, 17, 39, 59, 69, 93, 143, 153</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>An interactive electronic version of <i>Explorations in Art</i> is available at www.davisart.com.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>The material presented in <i>Explorations in Art</i> is intended to provide instruction in Art. Politics are not addressed.</p>

GENERAL EVALUATION CRITERIA

2016-2022 Group III - Visual Arts Grade 2

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
	<i>In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:</i>				
Next Generation Skills:					
Thinking and Problem-Solving Skills					
<i>Visual Arts content will</i>					
SE/TE: Studio Exploration: 8-11, 16-19, 24-27, 46-49, 76-79, 84-87, 98-101, 106-109, 144-147, 166-169	1. provide problem-solving skills for students to create art relative to a variety of subject matter.				
SE/TE: Aesthetic Awareness: 3, 5, 13, 23, 53 Art History: 39 Computer Connection: 17 Lesson: 52-53 Studio Exploration: 54-57 Studio Time: 51, 53 Vocabulary and Content Review: 60	2. provide tools to analyze symbols and communicate ideas in art based on the elements of the art and principles of design.				

<p>SE/TE: Studio Exploration: 8-11, 76-79, 84-87, 144-147, 158-161, 166-169 Studio Time: 95, 135, 141, 157</p>	<p>3. provide examples and opportunities to experiment with forms, structure, materials, concepts, media and art-making approaches.</p>							
<p>Information and Communication Skills: Literacy in the Arts <i>The instructional materials will include multiple strategies that:</i></p>								
<p>SE/TE: Aesthetic Awareness: 43, 67, 95, 141 Art Criticism: 41, 49, 57, 91, 147 Compare and Contrast: 32 Inspiration from Art: 47</p>	<p>4. present aesthetic information; artistic statements; and/or artistic critique of artworks in varied formats.</p>							
<p>SE/TE: Art History: 51, 71, 87, 113, 179 Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179</p>	<p>5. identify how artifacts and artworks, that are collected, preserved or presented by artists or other venues, communicate meaning, record history and connect cultures.</p>							
<p>SE/TE: Aesthetic Awareness: 18, 70, 89, 108 Sketchbook Connection: 7, 15, 37, 69, 97, 141</p>	<p>6. provide resources for independent student exploration.</p>							
<p>Personal and Workplace Productivity Skills <i>For students mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i></p>								
<p>SE/TE: Studio Exploration: 38-41, 68-71, 98-101, 128-131, 144-147 Studio Time: 43, 81, 125, 135, 141</p>	<p>7. practice time-management, project management, and safe use of tools and materials in learning situations.</p>							

SE/TE: Computer Connection: 71 Web Connection: 9, 51, 79, 99, 115, 147, 169, 179	8. conduct research, validate sources, and report ethically on findings.				
SE/TE: Computer Connection: 25, 55, 71, 99, 107, 109, 139 Computer Option: 9, 39, 77, 85, 159, 167	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes and outcomes.				
SE/TE: Aesthetic Awareness: 21 Studio Exploration: 68-71, 98-101, 106-109, 158-161 Studio Time: 75, 83, 125, 127, 135	10.engage in self-directed and cooperative learning through art production and aesthetic inquiry.				
Developmentally Appropriate Instructional Resources and Strategies					
<i>For student mastery of content standards and objectives, the instructional materials provide:</i>					
SE/TE: Health Connection: 175 History Connection: 29 Geography Connection: 37, 141, 149 Music Connection: 21, 89, 111, 157 Social Studies Connection: 127 Visual Culture: 99	11.grade level appropriate questions for students to analyze concepts and make cross-curricular connections.				
SE/TE: Engage: 6, 20, 36, 64, 92, 112, 148, 156 Introduce the Studio: 84, 114	12.varied strategies for students to link prior knowledge and deepen understanding of concepts and techniques.				
SE/TE: Differentiated Instruction: 21, 35, 65, 69, 75, 95, 113, 1356, 157, 163	13.multiple approaches to differentiate instruction				
SE/TE: Lesson Resources: 3, 17, 35, 55, 67, 89, 97, 107, 137	14.supplemental visuals that correspond with lessons.				

Life Skills						
<i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>						
SE/TE: Studio Exploration: 24-27, 38-41, 54-57, 98-101, 136-139 Studio Time: 23, 35, 83, 95, 103	15. explore a variety of perspective and/or methods for art creation.					
SE/TE: Quick Question Review: 3, 5, 15 Explore the Images: 62, 88, 92, 140 Visual Culture: 29, 81 Sketchbook Connection: 69	16. engage in open-ended discussions about art.					
SE/TE: Studio Exploration: 8-11, 46-49, 54-57, 84-87, 128-131 Studio Time: 51, 67, 111, 143, 171	17. promote student art production in a variety of settings (i.e. collaboration, visual dialogue, studio work, etc.)					
Assessment						
<i>Instructional materials provide:</i>						
SE/TE: Assess: 35, 40, 59, 78 Rubric: 138, 176 Unit Summative Assessment: 31A, 61A, 121A, 181A	18. provide resources for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, performance tasks, student self-reflections, open-ended questions and/or portfolio evaluation).					
Organization, Presentation and Format						
<i>Instructional materials provide:</i>						
SE/TE: Planning Guide: 1E-1F, 31G-31H, 61G-61F, 91G-91F, 121G-121F, 151G-151H	19. information that is organized logically and provides a sequence of the elements of art and principles of design.					
SE/TE: Resources: 1C, 31E, 61E, 91E, 121E, 151E	20. media that must enhance and support instruction and learning.					

SPECIFIC EVALUATION CRITERIA

2016-2022 Group III - Visual Arts Grade 2

At the second grade level, children learn about printmaking and sculpture processes and build upon prior knowledge of the elements and principles of visual art. They use color, line, shape, form and texture to express their feelings. They become aware of their own community culture which contributes to civic literacy. They develop skills in creative thinking, art appreciation, and decision making as they see images in art as real or imaginary. They learn that stories can be told through multiple arts disciplines and that art relates to other subject areas demonstrating 21st Century Content, as well as Learning and Thinking Skills. Teachers' encouragement of creative work is expected over prepared or prefabricated materials.

Standard 1: Media, Techniques and Processes

Students will identify media and materials used in creating art; understand processes and techniques in creating art; apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner. This standard addresses knowledge, comprehension, and application levels of Bloom's Taxonomy as well as 21st century communication skills, health and wellness issues.

Standard 2: Elements of Art and Principles of Design

Students will identify selected elements of art and principles of design as they related to art and the environment; understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks; apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and communication expressive ideas that demonstrate an understanding of structures and functions in art. This standard address knowledge, comprehension, and application levels of Bloom's Taxonomy as well as 21st century content.

Standard 3: Subject Matter, Symbols and Ideas

Students will identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols, and ideas. This standard address application, analysis, synthesis, and evaluation levels of Bloom's Taxonomy and as well as 21st century information and media literacy skills.

Standard 4: Art History and Diversity

Students will identify how the visual arts have a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other. This standard addresses the analysis, synthesis, and evaluation levels of Bloom's Taxonomy as well as 21st century content skills in global awareness, civic literacy, and economic impact of the visual arts.

Standard 5: Reflection and Analysis

Students will identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through culture and aesthetic inquiry; and describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures. This standard addresses all levels of Blooms Taxonomy as well as 21st century skills that include civic literacy, economic literacy, and systems thinking.

Standard 6: Multi-disciplinary Connections

Students will identify characteristics of the various arts and other disciplines; and analyze by comparing and contrasting connections between disciplines. This standard addresses synthesis and transfer levels of Bloom's Taxonomy as well as 21st century skills in media literacy and life skills. gd

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

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Media, Techniques and Processes												
SE/TE: Process Tip: 171	1. compare the media, tools, techniques, and processes of at least two methods of printmaking.											
SE/TE: Studio Exploration: 68-71 Studio Time: 135, 171	2. create prints, e.g., relief, mono-print.											
The opportunity to address this objective is available. See the following: SE/TE: Studio Exploration: 38-41, 76-79, 128-131, 136-139, 158-161 Studio Time: 37, 83, 97, 133, 165 *Students use many different types of paper but don't distinguish between them.	3. distinguish between types of paper, e.g., examine various papers, make paper by recycling.											
The opportunity to address this objective is available. See the following: SE/TE: Studio Exploration: 174-177 Studio Time: 98 *Additive techniques not addressed.	4. recognize techniques of additive sculpture.											
SE/TE: Studio Exploration: 158-162, 174-177 Studio Time: 157	5. create a paper sculpture.											

<p>SE/TE: Studio Exploration: 76-79, 84-87, 98-101, 114-117, 144-147, 158-161, 174-177 Studio Time: 51, 103, 141, 157</p>	<p>6. construct three-dimensional objects using various media to communicate ideas, experiences, and stories.</p>				
<p>SE/TE: Art Safety Tip: 11, 19, 27, 41, 69, 85, 101, 117,139</p>	<p>7. use materials, tools, and technology in a safe and responsible manner.</p>				
<p>Elements of Arts and Principles of Design</p>					
<p>SE/TE: Aesthetic Awareness: 26 Studio Exploration: 16-19, 24-27 Studio Time: 13, 15</p>	<p>8. mix intermediate colors and use them to evoke responses.</p>				
<p>SE/TE: Studio Exploration: 24-27 Studio Time: 7, 23, 73, 155</p>	<p>9. use variations in line(s) and create art using line as a means of expression.</p>				
<p>SE/TE: Aesthetic Awareness: 3, 5, 10 Lesson: 80-81 Studio Exploration: 8-11 Studio Time: 7, 81, 83</p>	<p>10. identify, compare, and use organic shapes and forms.</p>				
<p>SE/TE: Aesthetic Awareness: 65 Art Criticism: 71 Sketchbook Connection: 69 Studio Exploration: 68-71 Studio Time: 65</p>	<p>11. find and use real and simulated texture.</p>				
<p>SE/TE: Assess: 45 Compare and Contrast: 2 Studio Exploration: 16-19 Studio Time: 45</p>	<p>12. recognize foreground and background space used to imply distances in artworks.</p>				

SE/TE: Studio Exploration: 16-19, 38-41 Studio Time: 45	13. create artworks using foreground and background to communicate spatial ideas.				
SE/TE: Art Criticism: 19, 27 Studio Exploration: 16-19, 24-27 Studio Time: 15	14. discover the influence of color intensity, e.g., early Matisse.				
SE/TE: Studio Exploration: 8-11, 16-19, 24-27, 38-41, 106-109 Studio Time: 5, 13, 15, 21, 113	15. create two-dimensional artworks using organic or geometric shapes.				
SE/TE: Studio Exploration: 76-79, 84-87, 98-101, 144-147, 174-177 Studio Time: 53, 103, 141, 173	16. create three-dimensional artworks using organic or geometric forms.				
Subject Matter, Symbols and Ideas					
SE/TE: Aesthetic Awareness: 5, 65 Inspiration from Art: 9 Studio Exploration: 8-11, 16-19, 24-27, 38-41 Studio Time: 5, 13, 15, 21, 23, 35, 45	17. explore the natural world as possible subject matter for art e.g., people, animals, plants.				
SE/TE: About the Artwork: 5, 7, 9, 13, 15, 21, 63, 67, 69, 73	18. explore different ways artists use nature as subject matter, e.g., Ansel Adams, Monet, Rousseau, Tiffany.				
SE/TE: Studio Exploration: 38-41	19. create a self-portrait.				
SE/TE: Connections: 88-89 Studio Exploration: 54-57 Studio Time: 51	20. explore and use symbols based on nature in artworks.				

Art History and Diversity						
SE/TE: Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179 Studio Exploration: 46-49 Studio Time: 45	21. discuss how subject matter describes a given place or time.					
SE/TE: Connections: 28-29, 58-59, 88-89, 118-119, 148-149, 178-179	22. explore how art is one aspect of a culture and cite examples.					
The opportunity to address this objective is available. See the following: SE/TE: Studio Exploration: 8-11, 38-41, 46-49 Studio Time: 23, 45, 51, 111 *Students are not asked to use a specific style.	23. create art that reflects a style of a group from history.					
SE/TE: Studio Exploration: 16-19, 24-27, 38-41, 98-101, 114-117 Studio Time: 7, 43, 65, 113, 157	24. produce art that reflects their own culture.					
Reflection and Analysis						
SE/TE: Computer Option: 39 Connections: 28-29, 88-89, 228-229 Lesson: 52-53, 94-95 Studio Exploration: 38-41, 54-57, 84-87, 174-177 Studio Time: 5, 43, 51	25. examine different reasons for creating artwork, e.g., functional, nonfunctional, crafts, digital media.					

<p>SE/TE: Studio Exploration: 24-27, 38-41, 46-49, 166-169 Studio Time: 125, 127</p>	<p>26. examine and discuss art that reflects personal experiences.</p>				
<p>SE/TE: Compare and Contrast: 32, 122 Studio Exploration: 24-27, 46-49, 128-131</p>	<p>27. examine and discuss artworks that reflect different feelings.</p>				
<p>SE/TE: Compare and Contrast: 2, 32, 62, 92, 122, 152</p>	<p>28. compare feelings evoked by different artworks using similar subjects or themes.</p>				
<p>The opportunity to address this objective is available. See the following: SE/TE: At History: 31 Compare and Contrast: 92, 118 Studio Exploration: 38-41 Studio Time: 75 *Abstract is not specifically addressed.</p>	<p>29. categorize images as realistic or abstract.</p>				
<p>Multi-disciplinary Connections</p>					
<p>SE/TE: Theater: 31B, 61B, 91B, 121B, 151B</p>	<p>30. discuss how a story is told through multiple arts disciplines, e.g., Sendak's illustrations, opera, ballet.</p>				
<p>SE/TE: Connections Across the Arts: 31A-31B, 61A-61B, 91A-91B, 121A-121B, 151A-151B</p>	<p>31. identify how visual art and other arts disciplines can affect the senses.</p>				
<p>SE/TE: Aesthetic Awareness: 3, 5, 23, 63, 70, 86, 106, 171</p>	<p>32. recognize color, texture, shape and form in art and natural science.</p>				